

APPLICATION NARRATIVE

I. The Charter School's Educational Vision

A. Baseline Information About the School

Demographic characteristics and performance levels of the students it is seeking to serve. Among the high risk-youth in the Pasadena Unified School District are gang members, taggers, housers or wannabes. Many of these youth have run afoul of the law, been in and out of juvenile hall, received citations by campus police officers, and/or are on probation. Among these youths are many who have never succeeded in school, who can't read, who are candidates for the three -strikes-and-you're-out treadmill, who probably have a drug and alcohol dependency, and for whom a traditional school setting is out of the question—but who are bright enough, for example, to run a drug marketing business. Of these many there are a few who are tired of looking over their shoulder for potential shooters or being strung out on drugs and who want to turn their lives around, but don't feel they have a chance or a choice. **Pasadena Community Prep School** is for these few. We are anticipating an initial enrollment of one hundred students referred by the continuation high school and other schools, and the police, probation, sheriffs and parole departments.

Community in which these students live. These at-risk youth are from three contiguous cities, Pasadena, Altadena and Sierra Madre. Admissions will be made without regard to race, ethnicity, gender or sexual orientation.

B. Educational Vision

Broad, overall program goals. The Pasadena Family Center—whose mission is to provide a safe, healthy, comfortable, compassionate, clean and sober environment and to promote such an environment in the community at large—has a 12-year track record working with those involved in drugs, alcohol and violence, particularly the population denoted as "high-risk youth." The Family Center is acting to fill a void in the local child development continuum by applying to Pasadena Unified School District for a charter to establish a school for dropouts from among this population.

Heeding the advice of the community and employing methods perfected by the Pasadena Family Center, Pasadena Community Prep School plans to offer a unique program to high-risk youth who are not attending school or who are not able to function in the currently available settings because of addiction, gang activity, or consistent failure, and who require intensive counseling and resocialization, in addition to a rigorous academic development program.

Philosophical theory and research base for the vision. The problems of drug abuse, alcohol abuse, and violence in our community and society in general have negative consequences educationally, economically, and socially. Young people engaging in these activities tend to underachieve at school, drop out, are difficult to employ, and wreak havoc in schools and the community with increased crime and violence.

Illiteracy and dropouts are major problems in the United States. Of the 180 million Americans surveyed through the 1993 National Adult Literacy Survey, 96% couldn't read or write well enough for college. The dropout problem is acute in California, which ranked 24th out of the 50 states surveyed in the high school graduation rate. Out of 37 metropolitan areas studied, the Los Angeles area ranked 31st in high school attainment.

Employers and taxpayers bear the cost of recovering, educating, and retraining those who have failed and/or dropped out of school. Society in general suffers from an under-productive work force competing in a global economy.

Specific educational objectives that will be accomplished through the school

Pasadena Community Prep School believes in educating the whole person. Therefore, Pasadena Prep will provide the following:

- basic education consistent with the state frameworks in language arts, math, science, social studies, music, art, physical education and health

- foreign language for those with an interest or who are planning to attend a four-year university
- life management
- social skills development
- employment development and training, both through curriculum and hands-on experience
- mentoring
- volunteer service learning
- counseling in drug, alcohol, tobacco, and violence recovery
- ESL services for those who qualify
- special education services for those who qualify
- conflict resolution

This educational environment will be enriched by athletics, technology, music, art, and mentoring to help accelerate physical, emotional, and academic development. While a record of course credits will be maintained for easy reference by other educational institutions to which the student may wish to transfer, courses of study will be interdisciplinary and graduation will be based on achievement and performance. The approach will be unique in that it will be based on the latest research in neuroscience and cognitive function and the methods developed from the research results. (See R. Sylvester, *A Celebration of Neurons*, ASCD Press, 1995)

Given that graduation requirements will conform to the California Frameworks and coincide with admission requirements to the University of California, student progress will be assessed and expressed as a percentage of progress toward their graduation goals and/or personal education plan. Additionally each graduating student will meet the following academic standards: Complete an application to at least one college or university, demonstrate competence in workplace etiquette, remain clean and sober throughout their student tenure, be free of violent behaviors, and not possess weapons.

Summary of what the charter hopes to achieve and how it will be different from what is available currently for students, parents and teachers in that community. The primary goal of the program is for students to achieve excellence and self reliance in the academic world and the world of work. Additional goals of the program are to reintegrate the students back in to the schools and community and to provide comprehensive, community based services to help individuals and families get needed counseling, address welfare issues, and provide educational opportunities beyond the normal school day. This will be done to promote parent and family involvement in the educational process and address underlying issues.

To accomplish this goal the school will be open extended hours (proposed 6 a.m. to 10 p.m.) for student and community use. To ensure teacher excellence, a thorough staff development program will be scheduled. To aid students' pursuit of excellence, student government will be synonymous with leadership development on a body where every student will have a defined and significant role.

Albeit Pasadena Prep will take advantage of the latest in educational research and theory, it will be an old-fashioned school in the sense that cognition of moral values will be as important as academic learning, skill in living will be as important as skill in school, and success after hard work will be the watchword. This old-fashioned idea of school is summed up well in Lorraine Morris' book on the Frederick Douglass Academy in Harlem: "To teach the children who come, regardless of race, religion, ethnicity, socioeconomic background, or gender, how to read, write, think, compute, appreciate the arts, speak well, and behave in socially acceptable ways, so that they can become economically independent, contributing members of society." (*Nothing's Impossible*, Lorraine Morris, Times Books, 1997)

II. Description of Grant Project Goals and Activities for Approval of a Charter Proposal

A. Grant Project Goals and Objectives

Tangible work product at the end of the project. The product of this Planning Grant will include acquisition of a school site, planning the school, selecting and training staff and volunteers, and attending the convention of the California Network of Education Charters (CANEC).

Individuals responsible for completion of work. Ralph Lloyd, Executive Director of the Pasadena Family Center and three Vice Presidents of Pasadena Family Center: Julianne Drake, head teacher Rancho High School, Arcadia USD; Kirk Downey, Special Education Teacher, Los Angeles USD and Martha Baxter, Special Education Teacher, Los Angeles USD. As of April 30 the individuals who had participated, were participating, or who had committed to participate, in the planning—including, in part, meetings on May 2 & 16 of the Pasadena Community Prep School Panel to preview the charter proposal and begin development of a business plan—were Jeri Brown, L.A. County Department of Children and Family Services; Earl Raines, J.D., consultant, L.A. County Department of Community and Senior Services; Les Alkana, Alkana's Motor Car Company; Sam Estrada, L.A. County Sheriff's Department; Charles Graves, Dean of Students, Muir High School, and ten students; Gus Frias, L.A. County Office of Education; Donald Lomas, PhD, Pacific Clinics; Michelle White, Esq., executive director, Affordable Housing, Inc.; Natalie Magistrale, PhD, and Kathy Juline, consultants to the Pasadena Family Center; Judy Martin, accountant and V.P., Pasadena Family Center; Steve Malmberg, Pasadena Chamber of Commerce; Richard Patterson, Patterson Construction; Ralph Poole, King's Village Tenants' Union; Lenasha White, student, Pasadena High School and V.P., Pasadena Family Center; Lou Ayala, director, PUSD Special Services; Glenda Owens, owner, Real Estate Solutions; Jacqueline Love, principal, Target Marketing Group.

In addition, Dave Banis, PUSD Deputy Superintendent; Barbara Larson, artist and teacher; Kwazi Nkrumah, American Friends Service Committee; Ellen Herring, San Gabriel Valley Literacy Network; Katherine Padilla, director, Puente Project; Bill Blackshaw, retired public relations practitioner; Luis Guevara, L.A. County Alcohol and Drug Programs Administration; Karen Sullivan, PUSD teacher.

Likewise, Michael Browning, executive director, Day One Initiative 2000; Sandy Biery, teacher, Five Acres School for Children, and V.P., Pasadena Family Center; Mike Babcock, principal, Polytechnic School; Rev. Paul Sawyer, Throop Memorial Church; Leora Trujillo, teacher, Wilson Middle School; Donald Thomas, M.D., Huntington Memorial Hospital; Oscar Palmer, director, PUSD Alternative Education; Mary Donnelly Crocker, executive director, Young and Healthy; Jarado Blue, chief, PUSD Police Department; Bill Lane Doulos, All Saints Church; Jerry Mundel, Tandem Associates.

Also Rev. Larry L. Smith, Agapé Urban Institute; April Hubert, V.P., and Matt Rountree, President, Pasadena Family Center; May L. To, executive director, Asian Youth Center; Donald Baer, California Teachers Association; Robert L. Salley, Commission on Teacher Credentialing; Eddie Newman, principal, John Muir High School; Mike Ocon and Juan Castro, drug recovery consultants to Pasadena Family Center; Charlie Heffron, Bank of America; Leslie Lyons, Community Bank; Kristi Verdugo, Wells Fargo Bank; Spencer Sahagan, Office Depot; Doug Hall, Staples; Rick Rivera, Kurt Oeffinger and Lisa Joyce, Vons.

Finally, Ann Scott, Sobering Station, Passageways; Chapman Clark, PhD, Fuller Theological Seminary; Rev. Jeff Maljian and Monica M. James, Pasadena Covenant Church; Judith L. Brown, Community Volunteer; Rita Turner, Inner City Word Processing; Charles Clay, PhD, director, Program for Academic Support Services, Pasadena City College; Ralph Arriola and John Hall, Options for Youth; Gary L. Moody, West San Gabriel Valley Juvenile Diversion Project, and Raul Solis, L.A. County Department of Probation.

B. Identification of Planning Needs for the Development of an Effective School

1. Educational Capacity

Plans for developing innovative strategies and proven methods of learning and teaching. Staff training by Richard D. Sholseth and Diane Y. Watanabe, consultants with Division of Curriculum Instruction and Assessment of the L.A. County Office of Education. Techniques of self-help counseling by Mike Ocon and Juan Castro, consultants in drug recovery.

Plans to develop clear and measurable outcomes for student performance. Committee members and staff will develop goals and objectives for student performance and assessment and then will select from established instruments those best suited to test our goals and objectives.

Plans to address professional development tailored for school reform and restructuring. We will take advantage of training and workshops provided by the state and by private consultants.

Resources to be used for the above. California Dept. of Education, Los Angeles County Board of Education, California State University Charter School of Education, Association for Supervision and Curriculum Development, and California Network of Educational Charters.

Activities to develop a proposed budget that would demonstrate the fiscal viability of the school. (and) Development of governance and management structures. Location of and plans for the maintenance of school facilities. Resources to be used for the above. In support of the preparation of a business plan for Pasadena Community Prep School, the Community Prep School Panel is made up of key city and county agencies, such as Pasadena Unified School District, LA County Office of Education, Sheriffs and Probation Departments, Pasadena Chamber of Commerce, Ecumenical Council of Churches, and other business, labor, government, law enforcement, courts, lawmaking, secondary and higher education, charities, youth agencies, service clubs and neighborhood associations. The Panel is divided into four caucuses: Charter Proposal, Site Development, Funding Development, and Community Relations. (See Section IIA above.) The Panel will develop a business plan containing sections on Business, Marketing, Site and Finance.

2. The Business and Organizational Management Capacity of the School

Comprehensive design for effective school functioning which supports educational vision. Educational policy will be determined by a committee of the professional staff chaired by a Lead Teacher elected by the staff. The Lead Teacher will have administrative and leadership responsibilities. Every effort will be made to operate the instructional program by consensus. However, this in no way will diminish the authority of the Lead Teacher to implement initiatives when the morale, safety or welfare of the staff or student body is at stake and time is of the essence.

3. Collaboration and Networking Strategies

Involvement of parents and community members in the development of the charter proposal. The Community Relations Panel will chart the formation of a Parent Council, which will be responsible for supporting the staff and student body in producing an excellent educational product. The Council will consist of parents, guardians or mentors of students. Earnest efforts will be made to recruit and assign mentors for all students, and to enlist those whose mentees are without functional parents or guardians to participate in the Council. The Council will support and conduct fundraisers for student activities, serve as a liaison with the service area community, and advise the staff on matters of mutual concern. In addition, the Parent Council will conduct parent support groups, whereby mutual aid will be offered for problems of financial management, job search, personal health and parenting.

Collective knowledge and experience of developers and/or operators. Our Curriculum Panel includes a mixture of veteran teachers, as well as counselors experienced in recovery programs. No person is better qualified to do drug, alcohol and violence prevention work than a recovering alcoholic, addict or abuser. Programs of the Family Center revolve

around the social-model method of one alcoholic/addict/gangbanger/at-risk youth/parent talking to another and saying: "I've been there, done that. I know how you feel. But I made a choice to abstain. You can too." In addition to the drug prevention work, teachers will be recruited who have academic expertise in English, Special Ed, etc. (please see p. 2 above). Additionally, the Curriculum Panel in the coming months will draw on community experts who will contribute to the collective knowledge.

External means of technical support. In addition to the resources of the Community Prep School Panel, extensive use will be made of the social work and teacher education departments of UCLA, Pacific Oaks College, Cal State L.A., University of Southern California, Asuza Pacific University, Fuller College, Pasadena City College and Glendale Community College, as sources of interns, volunteers, graduate students doing research, readers of program and grant proposals, and academic oversight. Every step begins and ends with close liaison with individual school board members and key PUSD administrators.

Plans for building partnerships and networking systems with the charter school. Using the Pasadena Community Prep School Panel as the foundation, we will develop an organization of community patrons known as Friends of Pasadena Prep to function as a booster club, fundraising mechanism, and source of mentors for the students, board members for the Family Center, and businesses for placement in on-the-job training.

4. Overall Program Evaluation

A comprehensive program assessment structure. The professional staff will develop both process and outcomes evaluations. Process Evaluations will address such questions as (a) how many youths are referred and serviced; (b) how many families are referred and served; (c) what are their characteristics according to the ASI (Addiction Severity Index) assessment; (d) what kinds of services did they receive; (e) how were the services delivered; (f) how satisfied were clients and practitioners; (g) what were the observable trends in clients' utilization of services, and (h) what implications do those trends present to the clients and school community?

Administrative data will be retained to assess (a) changes in school retention, (b) achievement rates of students measured by an initial academic assessment and the State Academic Tests (SATs), (c) achievement rates of employed youth in the program as against others of similar profile, (d) program cost effectiveness, (e) program savings to school in improved Average Daily Attendance (ADA), (f) program savings for all individual students in reduction of recidivism, (g) savings through improved coordination of service delivery, as well as, (h) savings for parents and employers in reduced absenteeism and health care costs.

C. Support for Getting the Charter Petition Circulated and Approved

1. Specific activities and work to be done

Work that assists in meeting the required 14 elements to be incorporated into the charter petition and associated documents. Activities and strategies for the charter approval process. The Curriculum Panel will continue to refine its work, consulting with the District, the Teachers Association, classified staff unions, the various segments of the community, parents of prospective students, and our academic consultants to perfect the Charter Petition. In so doing, we'll not only have an excellent proposal, but will be prepared for the public hearing required by the policy of the Board of Education.

Strategies for recruiting students. Students will be referred by the continuation high school and other schools, and the police, probation, sheriffs and parole departments.

2. Justification for use of Grant Funds

How grant funds will be used to fulfill education vision. How grant funds will be used to support other variables of effective schools. How grant funds will be used to support research activities. How grant funds will be used to support petition approval activities. The most essential task in the coming months with respect to planning Pasadena Community Prep School is establishing and maintaining communication

among the members of the community who are supporting the school with their time and expertise and in pursuit of key academic sponsors, so that we can make the wisest use of these extensive resources. To facilitate the actuation of our educational vision, to support the many variables of an effective school, to support ongoing research activities and to support the activities toward approval of our petition, we will establish and maintain an office, provide release time for teachers, train staff through inservice and conferences, and purchase resource materials. Pasadena Prep plans to offer a unique, performance-based education program to at-risk youth who are not attending school or who are not able to function in the currently available settings because of addiction, gang activity or consistent failure, and who require, in addition to a rigorous academic program, intensive counseling, resocialization and enrichment activities. The school is for the few at-risk youth (100 are planned for the first year) who are tired of a life of danger and failure and who want to turn their lives around. While most referrals will come from law enforcement, others will come from the schools, with some self-referrals. Thorough and careful intake screening will center on the desire to change.

Rather than a classroom approach to behavior modification, the staff will fully involve students in self-help groups to modify behaviors. Through the all-student government they will learn leadership skills, as well as democratic group practices. Emphasis will be placed on volunteer service learning through community service. Except for the full-time supervisory staff, the bulk of support jobs—e.g., clerical, custodial and security—will go to students as part of the available on-the-job training. Other students may elect to prepare for jobs in the film industry. The certificated staff, in charge of curriculum, will prepare the students for a high-school diploma and success in college and career. The site will be open early and late for community convenience. All this will take place in an atmosphere reflective of the mission of the Pasadena Family Center, which is to provide a safe, healthy, comfortable, compassionate, clean and sober environment and to promote such an environment in the community at large.

III. Self-Assessment and Procedures for Monitoring Progress Towards Completion of the Charter Proposal

Evaluation of the quality of the charter proposal itself (including 14 elements required by law). The charter proposal will be previewed by key members of the District, of the academic community, and of the Community Prep School Panel.

Timeline for completion of specific tasks.

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| Meetings of Prep School Panels | May 2 and 16, 1998 |
| Review of proposal by consultants | May 2-August 7 |
| Business plan completed | June 19 |
| Begin circulating business plan | June 22 |
| Hire secretary | July 13 |
| Set up office, train secretary | July 14-24 |
| Release time, 2 teachers | September 1998-January 1999 |
| Train teachers | September 1998 -January 1999 |
| Submit petition to school board | September 8 |
| Public hearing | October |
| Approval of charter proposal | November |
| Secure site | November |
| Make ready site | November 1998-January 1999 |
| Hire and train balance of staff | November 1998-January 1999 |
| Grand Opening | January 22, 1999 |

Procedure for evaluating quality of work. The Board of Directors of the Pasadena Family Center meets twice a month. The Community Prep School Panel reports at each meeting and the timetable is adjusted according to need. Key members of the Panel, namely academics and PUSD administrators, will be consulted regularly on the progress of the planning.

Adherence to required evaluations of the grant. The Board of Directors of the Pasadena Family Center will monitor adherence to required evaluations of the grant.

Process for how the grant money will be spent. The Board of Directors of the Pasadena Family Center and the administration of the Pasadena Unified School District will monitor the expenditure of funds as against the budget.

ABSTRACT OF PROPOSAL

With broad-based community support as the charter school developer, the Pasadena Family Center, a private non-profit organization with a 12-year track record of working successfully with at-risk young people involved in drugs, alcohol, gangs and violence, is planning the submission of a petition to the Board of Education for a charter to establish Pasadena Community Prep School, slated to open January 1999.

Pasadena Prep plans to offer a unique, performance-based education program to at-risk youth who are not attending school or who are not able to function in the currently available settings because of addiction, gang activity or consistent failure, and who require, in addition to a rigorous academic program, intensive counseling, resocialization and enrichment activities. The school is for the few at-risk youth (100 are planned for the first year) who are tired of a life of danger and failure and who want to turn their lives around. While most referrals will come from law enforcement, others will come from the schools, with some self-referrals. Thorough and careful intake screening will center on the desire to change.

Rather than a classroom approach to behavior modification, the staff will fully involve students in self-help groups to modify behaviors. Through the all-student government they will learn leadership skills, as well as democratic group practices. Emphasis will be placed on volunteer service learning through community service. Except for the full-time supervisory staff, the bulk of support jobs—e.g., clerical, custodial and security—will go to students as part of the available on-the-job training. Other students may elect to prepare for jobs in the film industry.

The certificated staff, in charge of curriculum, will prepare the students for a high-school diploma and success in college and career. The site will be open early and late for community convenience. All this will take place in an atmosphere reflective of the mission of the Pasadena Family Center, which is to provide a safe, healthy, comfortable, compassionate, clean and sober environment and to promote such an environment in the community at large.

This grant will help with, among other things, the expenses of planning the school, selecting and training staff and volunteers, and attending the convention of the California Network of Education Charters (CANEC). In addition, the monies will be used for release time for certificated staff to help with the planning, for organizing the parent council, and for an office and part-time secretary.

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